**APAAS PLC Meeting April 17, 2012**

**Process**

Choices

* Group
* Individual

Questions – self developed utilizing D & C Icons and Content Imperatives

Universal Concepts

World Café

Engagement Strategies

RAFT

Thinking Maps

Math Matrixes

Webquests

Simulations

**Products**

Presentation/Project Choices

Written/Oral

Product Card Choices

Paper Threads

County Fair

**Evidence**

Automatically using D & C Icons and Content Imperatives in discussions, writing, etc.

Work

Activities

Final Products

Enthusiasm during Class

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| **Process Choices** |  |  |
| Individual Book Selections |  |  |
| Research Topics/ |  |  |
| Note-taking |  |  |
| Study Skills |  |  |
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| |  | | --- | | **Product Choices** | | Performance | | Poster | | Poem | | Note Cards | | Notebook | | Typing | | Independent | | Partner Group Study | |  |  |
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| |  | | --- | | **Evidence** | |  | | Book Clubs | | Movies | | Posters | | Essay | | Tests | | Research | | Writing | | Discussion | |  |  |  | | --- | | \*conversation with each other | | \*lots of interaction | | \*excitement to extend learning | |  |  |
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| **Process** |  |  |
|  |  |  |
| Menu |  |  |
| Choice of Math Problems |  |  |
| Self-directed TLAD |  |  |
| Choice of Review Strategies |  |  |
| Flip Book |  |  |
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| **Product** |
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| Independent Projects |
| Menu |
| Presentations |
| Skits, songs |

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| **Evidence** |
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| Presentation |
| Final Product |
| Tests |
| Discussions |

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| **Process** |  |  |
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| Menus |  |  |
| Novel Studies |  |  |
| Design Challenge |  |  |
| Math-multiple approaches |  |  |
| Choice of partners |  |  |
| Cooperative |  |  |
|  |  |  |
| |  | | --- | | **Product** | |  | | Menus | | Projects | | Skits | | Oral Presentation | | Videos, animoto | | Option for Student Choice with teacher approval |  |  | | --- | | **Evidence** | |  | | Tests | | Discusssions | | Quality of Work | | Quality of Questions | | “hum” in classroom | | Change over time | | Self Evals | | Debates | |  |  |
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| **Process** | |  |  |
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| Work Choices | |  |  |
| Alone | |  |  |
| Small Group | |  |  |
| Constructing Meaning vs. Told How | |  |  |
| Constructing Memory Tools Individually  Questions Driven vs. Told  Student Led Discussions & Debate | |  |  |
| Use of Varied Sources | |  |  |
| Learning Strategy Choices | |  |  |
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| **Product** | |
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| Choice of Topic | |
| Choice of Product | |
| Student Created Product | |
| Alternative Outputs   * visual | |
| * performing * written * music * plays, skits, PPT * Student application * Supported application (proof) | |
| **Evidence** |
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| Drive |
| Perseverance |
| Completion (instead spinning wheels) |
| Original Thought |
| Making Connections  Ah-ha’s  Articulate Speech vs. rambling  Multiple Points of View |
| Posing Questions |

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| **Process** |  |  |
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| Group or individual  Choose how they receive input   * Geared to own style   Technology |  |  |
| Jigsaw – students teach |  |  |
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| **Product** |
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| Problem Solving is not just math – Steve  Vague directions with clear objective – open ended  Choice – at times (appropriate)   * Ex: if in writing – choice   Challenge: this takes time! |
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| **Evidence** |
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| Summative Assessments   * Student created * Teacher created   Discussion  Project Product   * Interest in going deeper (student)and applying independently |
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